

Colleges hit with pensions bill rise

@FCDWhittaker

freddie.whittaker@feweek.co.uk

A 16 per cent hike in employer pension contributions next year could cost the college sector tens of millions of pounds and lead to job losses, it has been claimed.

The Association of Colleges (AoC) said plans to increase employer contributions to the teacher pension scheme could hit individual FE college budgets by an average of £250,000 a-year, and sixth form colleges by £90,000.

The Treasury wants to help plug a £1bn shortfall in public sector pension schemes by increasing college contributions from 14.1 per cent to 16.4 per cent from September 2015.

The AoC has warned it will increase the overall cost of employing a teacher by 5 per cent.

Julian Gravatt, AoC assistant chief executive, said: "There is widespread concern in colleges about the Treasury's announcement of an increase in employer contributions to teacher pension scheme to 16.4 per cent before the actuarial valuation is published and without any plan to consult.

"We calculate that the increase will cost £250,000 for the average FE college and £90,000 for the average sixth form college.

"In the year after the general election the pension and national insurance rises will increase the on-costs of employing a teacher by five per cent.

"Unless the Department for Education [DfE] also acts to improve 16 to 18 funding, these increases will depress teacher pay and cause job losses."

East Norfolk Sixth Form College principal Daphne King said: "Whilst this does not represent a cut in funding per se, it will affect our bottom line and is yet another hammer blow for colleges trying to prepare balanced budget projections.

"Sixth Form Colleges have had a series of cuts over the past three years and the

cumulative effect combined with this latest increase to pension contributions means some more very tough decisions about our future curriculum offer."

Lynne Sedgmore, chief executive of the 157 Group, said: "Our view is that on top of other rising pension costs and changes in the pension system this is yet another serious funding issue for FE colleges and will require careful planning to mitigate."

Association of School and College Leaders colleges specialist Stephan Jungnitz said: "The increase in pensions contribution, together with pay rises and general inflation will create profound difficulties.

"It seems that there is little comprehension in government that you get what you pay for.

"The government's proclaimed intention of improving quality and raising standards seems like empty rhetoric in the face of rising costs and a spiralling decline in post-16 funding."

The DfE confirmed the figures, but said the official policy change and announcement had come from the Treasury and would not comment further.

It comes after staff in colleges were warned they could face an increase in their contributions of up to 1.2 per cent

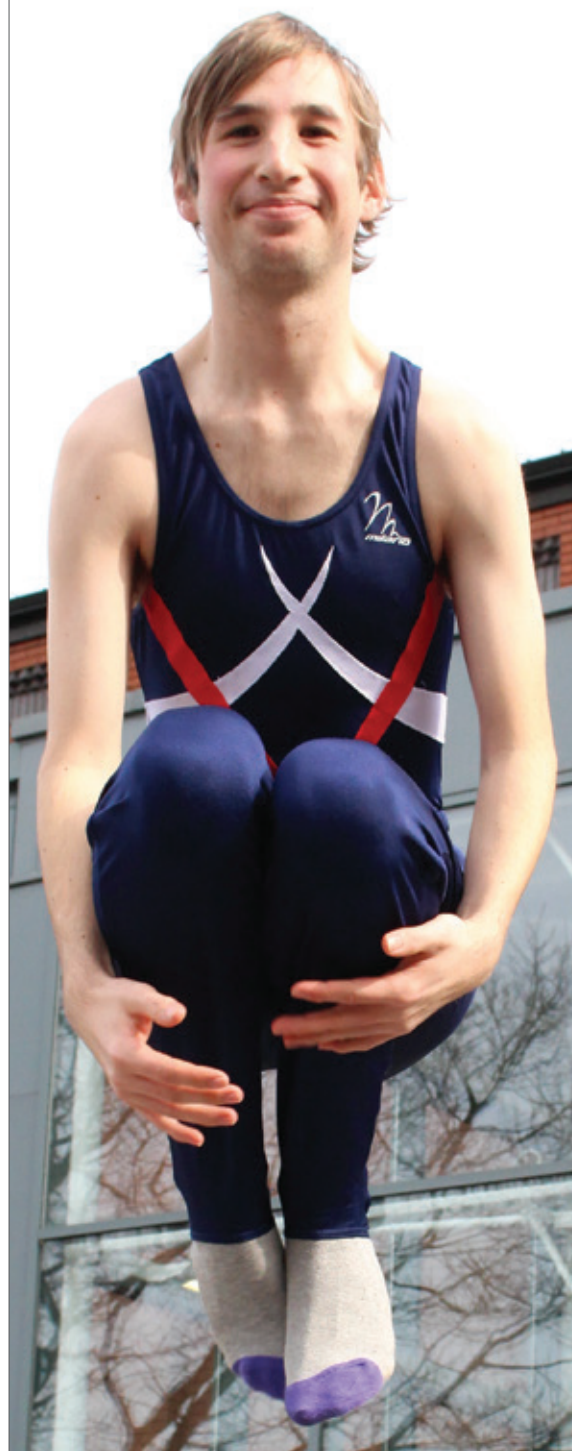
From April, providers will be able to implement an average rise of 0.6 per cent for employees enrolled on the teacher pension scheme.

The DfE has said that although the majority of respondents to a consultation on the planned rise had opposed it, the Department had decided to go ahead with the change anyway.

FE providers are not required by law to implement the "new fair deal" proposals, but the DfE says they can choose to do so.

The changes, if implemented, will mean a member of staff earning £35,000 in the next academic year would take home £174 less, and someone on £50,000 would see their annual take-home reduce by £276.

High hopes



A Burton and South Derbyshire College learner is jumping for joy after making it to the national final of the British Colleges Sport trampolining championship.

Childcare student Matthew Skelton, aged 17, leapt into second place in the West Midlands qualifying round and is now practicing for the finals in May, which will take place in Bath.

Matthew said: "I started trampolining at school and haven't stopped since.

"I love exercise and enjoy doing all the moves that are involved in the sport — it takes a lot of hard work and practice, but I enjoy it so I don't mind."

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Sub editor: Paul Offord
Reporters: Freddie Whittaker
Rebecca Cooney

Photographer: Ellis O'Brien
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E: hannah.smith@feweek.co.uk
T: 020 81234 778

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Budget announcement on #apprenticeships very welcome - £20m for degree level apprenticeships & AGE extension

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@JamesCounsell
Osborne today promised to develop degree level apprenticeships, but these already exist and have done for a while

@NIACEhq
Pleased with extra funding for the AGE, but it's crucial #Apprenticeships remain for people of all ages

@TStation1
great news in the budget today that the government are doubling the number of apprenticeships & extending grants for smaller businesses

Learning & Skills Events, Consultancy and Training Ltd
161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@feweek.co.uk

Adult budget cuts prompt rethink call

@FCDWhittaker
freddie.whittaker@feweek.co.uk

The government has been urged to rethink its approach to funding for FE after it was revealed learning providers will face an average cut of 15 per cent to their adult skills budgets.

In a letter to providers, Skills Funding Agency (SFA) interim chief executive Barbara Spicer (pictured) said although funding for apprenticeships and traineeships was "prioritised", remaining funding would be cut by 15 per cent.

It provides the first indication of the impact of a 19 per cent two-year adult skills budget cut outlined in the Skills Funding Statement last month, and means the average-sized college could see between £400,000 and £800,000 wiped from its non-apprentice and traineeship adult skills funding.

The announcement has drawn a sector backlash, with calls for the SFA and Department for Business, Innovation and Skills (BIS) to rethink the cuts.

Martin Doel, chief executive of the Association of Colleges (AoC), said: "Both AoC and colleges understand that they need to take their fair share of austerity as the government seeks to rebalance the books.

"However, it is time for politicians to think seriously about what they want colleges to achieve on behalf of the nation and to what extent this should be funded by the taxpayer and to what extent by employers and the students themselves.



"For example, the Department for Education cannot continue to protect some of its budget and not the rest — this is unsustainable especially as we raise the education participation age to 18.

"Meanwhile, BIS needs to review the amount of money it devotes to adult students, in both further and higher education, and consider whether they are being treated equally with other students."

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said: "The budget cuts will hit hard and as well as apprenticeships and traineeships, the government needs to be prioritising skills provision for the unemployed and English and maths.

"We will be looking at the provider impact and considering the announcement in more detail."

In her letter, Ms Spicer said: "We will continue to fund and invest in high-quality apprenticeship provision. All providers that are on target to deliver their 2013 to 2014 allocation will receive the same level of funding in 2014 to 2015.

"In 2013 to 2014 we allocated additional traineeship funding to support the highest performing providers. For those providers that have delivered Traineeship places, we have consolidated extra funding into your 2014 to 2015 allocation.

"In prioritising the funding for apprenticeships and traineeships, the remainder of the ASB will reduce by 15 per cent."

FE Loan pots have also gone up as directed by the 2013-16 Skills Funding Statement.

See page 9 for an expert piece from the 157 Group

New AGE cash fails to stop 'missed opportunity' criticism

@FCDWhittaker
freddie.whittaker@feweek.co.uk

A budget delivering investment in apprenticeships totalling £190m has been branded a "missed opportunity".

Sector leaders have said the budget will not go far enough to address skills shortages across England, while others warned that providers were still reeling from funding cuts announced in the autumn statement.

On Wednesday, Chancellor George Osborne announced that the apprenticeship grants for employers (AGE) scheme would be extended to 2016, instead of ending in December. The extension will cost £170m.

The budget also included £20m for higher level apprenticeships, which will be spent on directly subsidising study for degree-level and postgraduate apprentices.

David Hughes, chief executive of the National Institute for Adult Continuing Education, said: "As the economy picks up and despite some mention of skills, we were disappointed the Chancellor didn't take more opportunities to boost ways for adults to increase their skills.

"Apprenticeships will go some way to help address this but they are not the

complete solution.

"This is why we are pleased to see the extra funding in the apprenticeship grants for employers, but it is crucial that apprenticeships remain available for people of all ages. We know many employers benefit from fantastic apprentices aged over 24 and they need to be incentivised as well."

Martin Doel, chief executive of the Association of Colleges, said: "We welcome the decision to extend the apprenticeship grant for employers and the development of a new model of higher level apprenticeships.

"But it is only four months since the autumn statement and colleges are still working through the implications of the autumn 2013 announcements while also working out how to manage reduced budgets."

Under the previous AGE scheme, the government provided funding of £1,500 per qualifying apprentice aged 16 to 24 for employers with fewer than 1,000 employees. Data shows that payment was made for 49,300 apprenticeship starts between February 2012 and October last year, with a further 15,800 in the pipeline.

But Skills Minister Matthew Hancock said the extended scheme would have more of a focus on smaller businesses.

FE Week news in brief
Youth employment up

The number of 16 to 24-year-olds in employment rose 43,000 to 3.69 million for November last year to January.

Figures from the Office for National Statistics further show that 22 per cent of these were in full-time education.

There were 2.6 million economically inactive 16 to 24-year-olds — 74 per cent of whom were in full-time education, down 20,000 from August to October 2013.

And there were 912,000 unemployed 16 to 24-year-olds — 31 per cent of whom were in full-time education, down 29,000.

Colleges face strikes

Teachers in sixth form colleges are still planning a walkout after talks with the government failed to reach a resolution.

Members of the National Union of Teachers (NUT) are set to strike on Wednesday (March 26) over a dispute around pay, pensions and working conditions.

The NUT has unveiled plans for picket lines in London, Manchester and Bristol, and the University and College Union has urged its FE branches to hold meetings on Wednesday in solidarity with the strike.

Return after liquidation

The services of an independent learning provider which looked doomed after the parent company went bust have been re-established after it was bought by a creditor.

Excellence in Learning closed in January after National Training Resources Ltd went into liquidation.

But the brand was bought by Quantum Jobs.com Limited, one of its creditors and an independent training provider which ran courses in finance on its behalf, and is now trading again.

Visit excellence-in-learning.co.uk for more details.

He said: "From January 2015, the funding will be focused on businesses with fewer than 50 employees, which means we will be able to support those that often face barriers to recruiting apprentices."

Chris Jones, the chief executive of the awarding body City & Guilds was more positive, but he said youth unemployment levels were still a cause for concern.

He said: "The government's investment and commitment to apprenticeships is a step in the right direction. Now we need to develop a strong, stable system that meets the needs of young people, employers, and our economy."

And Association of Employment and Learning Providers chief executive Stewart Segal said: "The AGE scheme should be reviewed to ensure that it is targeted correctly and that it generates a long-term commitment to apprenticeships from the employers who benefit.

"It will also be important to understand how AGE sits with the proposed employer contributions in the new apprenticeship funding system."

See page 9 for an expert piece from Mick Fletcher

Edition 97

Elmfield probe results 'with minister'

@PaulOfford
paul.offord@feweek.co.uk

The findings of an official investigation into defunct training provider Elmfield are on the desk of Skills Minister Matthew Hancock, FE Week can reveal.

A spokesperson for the Department for Business, Innovation and Skills (BIS) would not say if the report would be made public, but MPs on the Business, Innovation and Skills select committee were expected to grill the minister on the issue next month.

Committee chair Adrian Bailey (pictured) said: "I understand that the findings are currently with the minister.

"I have no information yet whether it will be made public, but we will be interviewing the minister in early April. Obviously if it is not [made public] by then the minister will be questioned on the reasons for this."

He confirmed Mr Hancock would be questioned by the committee on April 1 or 8.

The committee is also planning to call former Elmfield director Ged Syddall (pictured below) and Skills Funding Agency (SFA) finance director Paul McGuire to a later hearing, but no date has been finalised for this.

Mr Syddall previously appeared before Mr Bailey's committee in April 2012, when he said



Elmfield's entire income of £30m in 2011/12 came from public funds and defended his own £3m company dividend.

But a BBC Newsnight probe screened in October last year, supported with information uncovered by FE Week, put Elmfield back in the spotlight over its



dealings with workers at supermarket giant Morrisons.

It was alleged Elmfield signed Morrisons staff up to apprenticeship programmes they had declined, enabling the provider to claim public funding for training.

A separate probe into the allegations was launched around five months ago by the SFA which has now concluded.

A BIS spokesperson said: "The report has been received and is now being considered by the minister."

Both BIS and the SFA declined to comment on whether the report will be made public.

Elmfield went into administration in November last year owing £11m.

It was in debt to more than 180 firms, including provider Skillsfirst Awards which was set up by Mr Syddall and owed £863,550.

A spokesperson for the company said Mr Syddall no longer had any involvement in either the running or day-to-day finances of Skillsfirst.

After it went into administration, the majority of Elmfield's business and assets were sold for £1.5m to EQL Solutions Ltd, which is 100 per cent owned by CareTech Holdings plc. It is understood the deal saved 300 jobs.

The Morrisons contract was sold to NCG (formerly Newcastle College Group) for £20,000, which is belived to have saved the remaining 50 jobs at the company.

No competition for 'transparency' role

The chair of a new board established by the Skills Funding Agency (SFA) to ensure transparency was appointed without an open and competitive application process, FE Week can reveal.

The SFA has announced that Burton and South Derbyshire College principal Dawn Ward will chair its data and management information advisory group, which aims to "ensure the SFA's data requirements remain open and transparent".

The SFA conceded it had not opened up the application process for the unpaid advisory role, but it declined to justify the move, prompting criticism of an old boys' network impression. A spokesperson said: "Ms Ward has been asked by the SFA to chair this group which will be made up of representatives and stakeholders from the FE sector and skills sector."

Ms Ward said: "I am pleased to support the SFA's commitment to making data and information more transparent."

Lindsay McCurdy, chief executive of Apprenticeships4England said: "All appointments for such high profile roles should be open for all in the sector to apply.

"This will take away the old boys', or girls' club impression which, rightly or wrongly, is that which comes across."

It comes after the Education and Training Foundation was criticised in August last year for also not holding a competitive application process for several senior posts.

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Colleges and schools to get ‘robust comparisons’ regime

GCSEs need ‘flexibility and functionality’

@RebeccaKCooney
rebecca.cooney@feweek.co.uk

Further education leaders have welcomed Ofsted plans that would allow parents and learners to compare the post-16 performance of school sixth forms with that of colleges.

A separate inspection grade for school sixth forms could be introduced under much-anticipated proposals put out to consultation by the education watchdog.

An Ofsted spokesperson had told *FE Week* in July of the plans, adding that the effectiveness of post-16 provision did already inform wider inspection judgements on a school and that Ofsted recognised the importance of sixth forms in helping students to progress to employment or higher education.

And Ofsted’s national director for schools, Michael Cladingbowl, said this month: “It’s important that parents and young people have a clear understanding of how well the school’s sixth form is doing so they can make informed choices about where to continue their studies when they reach 16.”

Martin Doel (pictured left), Association of Colleges chief executive, said: “We have been pressing for many years for school sixth form provision to be graded separately in order for parents and students to be able to make a considered judgement about the best place to continue their studies.

“With the variety of options for 16-year-olds, it’s imperative there’s a robust comparison



managed through an inspection regime that compares all provision in the same way.

“It doesn’t make sense that a school can be judged outstanding while its sixth form, if compared with a college’s provision, is only satisfactory.

“This long-overdue reform will help students and parents but it will be important to ensure inspectors use the same standards in school sixth forms and colleges.”

James Kewin



(pictured below), Sixth Form Colleges’ Association deputy chief executive, said:

“We have long campaigned for Ofsted to inspect school sixth forms and sixth form colleges in the same way.

“This proposal is an important step in the right direction and will help students to make an informed choice about where to study in the sixth form.

“At the moment, the absence of a separate grade can mask the quality of sixth forms in schools.”

The Association of Teachers and

Lecturers also welcomed the move, but was critical of the timing.

Its general secretary, Dr Mary Bousted (pictured), said: “We are not particularly opposed to separate judgements for sixth forms, but ask why Ofsted is not introducing this at the same time as all the other recent and planned changes?”

She added: “Ofsted will never rebuild its reputation with teachers and heads while it constantly moves the goalposts for how it carries out inspections.”

The eight-week consultation, which ends on May 13, asks: “Should there be a separate graded judgement on the effectiveness of a school’s sixth form?” The change would apply to maintained schools and academies.

The consultation also proposes introducing separate graded judgements on the quality of nursery and reception in its inspection reports.

Mr Cladingbowl added: “We are keen to hear the views of parents and learners as well as providers about our proposals to bring in these separate judgements.

“We are also giving a lot of thought to how school inspection might develop over the longer term and will bring forward proposals for consultation in due course.”

Visit the Ofsted website for details on how to take part in the consultation.

See editor’s comment on page 6

FE Week reporter
news@feweek.co.uk

Ofsted’s careers guidance boss has called for “flexibility and functionality” in English and maths GCSEs.

Karen Adriaanse, the education watchdog’s national lead for careers guidance, told MPs on the House of Commons Business, Innovation and Skills Select Committee how she thought the government could improve adult literacy and numeracy.

“One of the things that government could do, and certainly has started to do, is to raise the profile nationally of English and maths across the board,” she said on Tuesday, March 18.

“I think talking about basic and skills in literacy and numeracy is not necessarily helpful, but talking about English and maths almost instantly raises the profile.

“We also need to diminish the stigma through things in everyday life, even in things like and soap operas and films, so people understand that this is a problem that anybody can have, and also then celebrating when it makes a difference.

“What there still isn’t in this country is a strong culture that teaching English and maths to adults who haven’t been able to succeed in class is a difficult thing to do and it needs to be recognised as a high professional career with postgraduate qualifications, and support to make sure that they really have the

expertise to motivate.

“I know the government is revising GCSE qualifications in English and maths, and it’s important that this isn’t just seen as a qualification for schoolchildren. It is a qualification for adults, too, but there needs to be flexibility and functionality — flexibility in assessment procedures and functionality in content.”

The committee, which was holding its second session on adult literacy and numeracy, also heard from Skills Funding Agency executive director of funding Keith Smith, who defended qualifications from suggestions they put off adult learners.

He said: “What’s important when you’re putting investment into such an important area is that we’re clear about the standards we expect to be achieved and qualifications are a measure of that and it’s vitally important that qualifications that people study are the right ones.

“I think that’s very much been the discussion over the last couple of years. That was certainly the debate around the investment that went into adult literacy and numeracy pre-Functional Skills — that it wasn’t making people progress — therefore the qualifications were made more rigorous through Functional Skills and that’s obviously being looked at again through GCSE reforms.”

See page 8 for an expert piece from Roger Francis



Karen Adriaanse



Keith Smith

College action plan progress says Ofsted

Ofsted has published its latest monitoring visit report on Stockport College, which was deemed inadequate in October.

The visit, last month, was the second since the original inspection, with the first monitoring visit in November calling for urgent action to address weaknesses in the college’s action plan.

And the latest monitoring visit report, published on Monday (March 17), found “reasonable progress” had been made in developing the action plan, and that although “further work is needed... managers have taken swift and effective action... to improve key weaknesses”.

Inspectors also reported reasonable progress in teaching and learning, performance management and student progress monitoring.

It followed a monitoring visit report for NCG (formerly Newcastle College Group) — the first time Ofsted has visited NCG since its inspectors were infamously booted out in 2012 by then-principal Dame Jackie Fisher.

The report, focussing solely on the college’s first cohort of 14 to 16-year-old learners, found the college had made “significant” progress in ensuring it had the right staff, quality assurance and safeguarding in place and “reasonable” progress curriculum development.

Principal Carol Kitching said the visit had been “a very positive experience” and Ofsted’s feedback was “encouraging”.

No one from Stockport College was available for comment.

Fears remain as quals list published

@FCDWhittaker
freddie.whittaker@feweek.co.uk

Further concerns that valuable qualifications could fall victim to a government cull have been raised after a leading awarding organisation saved nine of its qualifications from the public funding axe, but lost three.

The Skills Funding Agency (SFA) has published its first list of qualifications eligible for funding in 2014/15.

The list includes 6,558 qualifications — almost half the 13,011 on the final list for the current academic year.

But NCFE, which managed to save nine of its qualifications after appeal in the SFA’s “exception” process, has raised concerns about the cuts.

Chief executive David Grailey said: “We feel that many of the qualifications in danger of losing funding actually do have real value to learners and what’s more, they’re held in high regard by employers.

“For these qualifications within NCFE’s portfolio, we are working hard to secure their funding for the 2014/15 session.

“For example, we proactively put in an appeal with the SFA for a number of qualifications to be considered as exceptions.”

The nine NCFE qualifications saved, all level two certificates, include areas such as customer service, business and health.

Mr Grailey said: “We felt that there were qualifications on the list in the health and social care sector such as ‘working in mental



health’ and ‘end of life care’ which fill a skills gap and are integral to those who work in this incredibly worthwhile profession.

“Therefore, we’re pleased that the SFA is treating these qualifications as exceptions and granting them public funding.”

The news comes after Skills Minister Matthew Hancock announced that the axe would fall on upwards of 5,000 qualifications, leading, it was claimed, to savings of almost £200m. But the minister faced criticisms for seeming to belittle some qualifications which help vulnerable people into work.

However, other organisations have welcomed the clarity of new funding criteria, but questioned the need for some of the rules, including a 15-credit threshold.

Charlotte Bosworth (pictured), skills and employment director for Oxford Cambridge and RSA (OCR) Examinations, said: “Some of the rules do feel a bit arbitrary — particularly around size and where 16-19 performance table criteria have been adopted.

“It seems more about ‘system tidiness’ than considering what is needed to support adults into sustainable employment. It is just as important to develop the values, habits and characteristics needed in work as to foster direct technical knowledge about an occupation.”

Under the SFA’s exceptions scheme, providers can make submissions to the government of qualifications they think should be included on the 2014/15 list. Submissions for 2013/14 are also still being accepted until early May.

Agency freezes rates as drop in 18 funding hits

@RebeccaKCooney
rebecca.cooney@feweek.co.uk

The Education Funding Agency has announced it is freezing rates for 2014/15, prompting criticism that the sector is facing a “real terms” cut.

The agency said it would continue paying an unweighted full-time rate of £4,000 for 16 and 17-year-olds while implementation of a 17.5 per cent rate cut for 18-year-olds will see the age group’s funding drop to £3,300.

It also said the part-time rate for 16, 17 and 18-year-olds would go untouched.

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said: “The freezing of the funding rate means in real terms providers are being asked to deliver more for less.”

The deputy chief executive of the Sixth Form Colleges Association James Kewin said the national rate for 16 and 17-year-olds was “still well below what colleges need to ensure all students can successfully progress”.

“Rather than conjuring up a national rate and telling colleges to deliver what they can for it, funding should be based on an assessment of what it actually costs to provide a rounded and relevant education,” he said.



He described the 18-year-old rate cut as “ill-informed and pernicious” and likely to affect “educationally vulnerable” learners.

The agency confirmed allocations, due to be published this month, would incorporate a 2 per cent cap limiting the effect of the 18-year-old cut on providers’ total budgets.

It further said it would fund places for 1.54m young people in 2014/15 with a total budget of £7.18m. “These volumes will keep us on track to provide a place for all young people who want to participate and to enable 16-year-olds to meet their new duty to participate in education or training,” it said.

However, the Association of Colleges (AoC) also argued this amounted to a real terms cut. Julian Gravatt (pictured), AoC assistant chief executive, said: “It will mean colleges, who’ve coped with year-on-year cuts since 2010, will need to do more with even less money.”

He added he was “relieved” by the 2 per cent cap, but said the measure “doesn’t address the underlying financial challenges facing colleges and sixth form colleges and will only cushion the blow for a year”.

“Funding for 16 to 18 cannot sustain a further cut without quality suffering and the financial health of colleges being irreparably damaged,” warned Mr Gravatt.

Lynne Sedgmore, executive director of the 157 Group, said: “It is disappointing that the government has chosen not to review its decision. While the one-year mitigation is of some relief, we continue to make the case very strongly that this cut will hit those who most need education the hardest, and to push for a review.”

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Editor’s comment

Sixth former market

In a world where colleges can enter into traditional schools territory by taking on 14 to 16 learners and have that provision inspected by Ofsted (see for example the NCG report on page 5), it seems only fair that schools’ post-16 offering should also be judged.

The education watchdog’s move to bring in an inspection field for school sixth forms is therefore an easy one to welcome.

Allowing parents and learners to make comparisons between schools and colleges will go some way to opening up young people’s options.

It will also provide a spur to colleges who may previously have thought they were out of the market for sixth formers.

And let’s not forget it will also allow principals to see how the competition is faring.

The college sector is being handed renewed reason to get its message out to young people that school really isn’t the only option.

Chris Henwood, editor
chris.henwood@feweek.co.uk



Agency ‘sprints’ to new software finishing line

@PaulOfford

paul.offord@feweek.co.uk

The Skills Funding Agency has announced an “agile project management approach” to developing software following the implementation of this year’s troubled new Funding Information System (Fis).

It said it was employing a “number of smaller teams working in two-week bursts of activity, known as sprints”.

The new system is being used to develop Fis and the “learning aims rates service” for 2014/15. It is understood that two “sprints” have already taken place.

The move comes after current software systems were introduced that continue to be plagued with problems.

However, an agency spokesperson said: “Rather than develop a new Fis each year, we will add a new funding year module to the existing system.

“The advantage of this new way of working is that measurable improvements are made to each system on a regular basis.

“The project team is also able to adapt its delivery objectives very quickly to take account of feedback and external requirements.”

It should provide some hope for providers’

management information systems (MIS) staff who have been unable to download current software and, in some cases when they have, keep getting unreliable funding reports.

Stephen Hewitt, Morley College’s strategic funding, enrolments and examinations manager, said: “It’s a little bit silly using words like sprint, particularly when you look at how long it has taken to get the funding software right.

“But I suppose those are the words people use for this sort of thing and we are hardly free of silly jargon in this sector.

“If their new way of doing things did help finally develop Lars and solved the problems with Fis then that would definitely be a good thing.”

The current Fis should have been available in August last year, but was not released until November — and providers say it is still giving unreliable funding data reports.

The learning aims reference system (Lars) should also have been available by last August. However, providers are still having to use Lars Lite instead — a temporary downloadable database from the agency that providers claim is also producing unreliable data.

Private contractor Trinity Expert Systems was originally hired by the agency to develop Lars through a contract thought to be worth more than £5m.

But it went into administration last year and was bought-out by London-based Liberata IT Solutions.

The agency and Liberata, which took over Trinity Expert Systems in October, declined to comment on whether administration had disrupted the development of Lars.

Nevertheless, Skills Minister Matthew Hancock told *FE Week* earlier this year that he took “full responsibility” for the problems.

“I take full responsibility for everything that happens in my portfolio, including within the agency and these IT problems. I am very sorry for the disruption caused by the new system,” he said. “We have continued to pay all providers on time, and will work to resolve the problems as soon as possible.”

However, the agency’s new approach was given short shrift by Shadow Skills Minister Liam Byrne, who criticised the Department for Business, innovation and Skills (BIS).

He said: “Under this government, BIS couldn’t even manage a slow walk towards operational efficiency when it comes to skills funding, let alone a sprint.”

It is understood the launch date for Lars has now been put back to at least May.

“We appreciate that there are still improvements we can make and will continue to work with the sector to identify these,” said an agency spokesperson.



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FE Week profile

Graham Stuart ~ his story

@FCDWhittaker

freddie.whittaker@feweek.co.uk

The Education Select Committee chair talks to *FE Week*.

After almost four years at the helm of the House of Commons Education Select Committee, Graham Stuart is not known for holding back when it comes to criticising government.

But the Tory politician’s willingness to speak his mind in his committee sittings should not be mistaken for an absence of party loyalty.

Pro-austerity and highly critical of the opposition, Stuart is undeniably a Conservative, with a big “C”.

The 51-year-old MP for Beverley and Holdness, a constituency in Yorkshire where he won a seat for the first time in 2005, cannot hide his disappointment at not having made it to the ministerial ranks after the 2010 general election, but still sees himself as a contender, maybe even for Secretary of State.

Reading literature from “totalitarian countries” in Eastern Europe and Asia had, by the time he finished sixth form, given Stuart a “deep dislike of ideologies which oppressed, suppressed and minimised the value of the individual”, he says.

After entering politics in Cambridge as the first Tory city councillor elected in six years in 1998, Stuart took on an additional voluntary role at a local school which would seal his interest in education forever.

“When I was a councillor, I became chairman of governors of a struggling junior school,” he says. “I found my involvement there, working with other government, hiring and then supporting a head to turn the school around, one of the most satisfying thing I have ever done.

“It’s a cliché, but as Disraeli said: ‘Upon the education of the people of this country, the fate of this country depends’, something like that — and that remains true. What else can you do in politics that will have such long term consequences? And you just hope that your involvement has positive consequences.”

Stuart is relentless in his dislike and mistrust of the left, possibly something to do with the fact that, having started his own publishing business while at university (and failed to get a degree in the process) he is exactly the sort of self-made success, bootstraps and all, that conservatives would like to see every man and woman aspire to be.

He is quick to chastise Labour for its opposition to the government’s austerity programme, which he says is too slow.

He says: “We have talked about the need to balance the books, and we have moved in that direction, which is commendable, but we are moving there remarkably slowly.

“At the same time it suits our opponents to make out we are the most heartless bunch of ideological cutters who do it for the sheer

hell of it, out of some weird, small-state obsession rather than the simple arithmetic of the fact that if you spend more than you have coming in you create a burden for the future — and with an ageing population, the dynamic presence on the world scene of the likes of China, South Korea and India, there is nothing obvious to suggest that we have such a golden future that we can afford to burden our children and grandchildren with monumental levels of debt.”

He says his support for the FE sector is perhaps buoyed by his admiration of outstanding colleges in and around his constituency, but he says more work is needed to allow the “Cinderella service” to thrive.

He says: “I am rather spoilt by the quality of FE provision in my area, but it also contributes to my having perhaps an unusually positive view of FE and what it can do. I think FE is fantastic and needs to be more celebrated, more recognised and I hope that can happen over time. But right now, those three institutions are doing a great job, and are doing so with a pretty high degree of self-confidence, and success.

“It suits our opponents to make out we are the most heartless bunch of ideological cutters who do it for the sheer hell of it ”

“So, equally, whatever our complaints about government policy and financial challenges, just in my immediate area are three excellent institutions doing a damn good job — which is to be celebrated.”

He adds: “One of my top priorities is to press for improvements in careers advice and guidance in schools. It is nothing short of a scandal that so much of it is so poor. We



Inset: Graham Stuart enjoys a cycle ride



have got more complexity in choices within education than we have ever had before in history.

“You cannot intuitively understand the labour market any more, and there is no big employer down the road. It is more complex and more opaque to a teenager than it has ever been — and therefore the role of careers advice and guidance is critical, and the FE — as a bit of a Cinderella service, sadly — is hidden.

“The benefits that FE can offer young people is hidden from too many of them by a failure of quality provision in careers advice

and guidance, by vested interest deliberately blinding young people to alternatives to the institution they are currently in, and also there are other issues.”

Stuart makes no secret of his ambitions for higher office, and says his decision to run for the chairmanship of the committee came after he, like many other Tory hopefuls, missed out on a ministerial post after the 2010 general election.

“I [had] got involved in the children, schools and families committee,” he says, “so I sat on that the whole time that department existed, under Barry Sheerman’s chairmanship, and then we had the general election, we had the coalition, and David Cameron didn’t make me a minister, and I duly put myself forward for the select committee.

“With the coalition, and 25 of my colleagues who had already served as shadow ministers losing their jobs, now I recognise that [although] I had always imagined that I would be a minister, if that’s not to be, it’s not to be.

“If David Cameron asked me to be a minister I would happily serve.”

He also leaves his future as a possible successor to Education Secretary Michael Gove in the Prime Minister’s hands, but adds: “Obviously education is of massive interest to me, but the longer I do this, the less certain I am about so many things.”

It’s a personal thing	
What is your favourite book? One Day in the Life of Ivan Denisovich by Aleksandr Solzhenitsyn. It goes back to my sixth form reading. It is a very slim, delicious volume on surviving Soviet labour camps for a day, which then led me to reading The Gulag Archipelago one and two with endless listing of the endless numbers of people killed by socialism in Stalinist Russia	with my smashed-up chest, pelvis and then, eventually, other problems from that
What did you want to be when you grew up? Probably something to do with sport, playing rugby for England or similar, or football, even though I didn’t play football at school. I had a toy tractor as a child, and I was so keen on it that I insisted I was to be called Tractor Man	
What’s your pet hate? I don’t have one	
Who, living or dead, would you invite to a dinner party? Giovanni Falcone, Varlam Shalimov, Penelope Cruz and Victoria Wood	

FE Week experts

Keeping the options open on Functional Skills

The government has already downgraded Functional Skills more than three years before they are fully replaced in the apprenticeship programme by GCSEs. Roger Francis makes the case for viewing the qualifications as equal again.

Few people would deny that the UK faces a huge skills crisis.

Nearly 50 per cent of the adult working population has the level of maths competency expected of an 11-year-old and probably cannot interpret their own pay packets.

Moreover, a raft of surveys last year from the Organisation for Economic Co-operation and Development placed the UK close to the bottom of global tables for maths, English and science in developed countries.

In those circumstances, and with UK companies constantly reporting an inability to find staff with the relevant skills, it almost seems churlish to criticise a government initiative aimed at addressing the problem.

Yet that is exactly how a wide range of experts across the sector have responded to the governments' proposal to replace Functional Skills (FS) within the apprenticeship framework with A to C grade GCSEs from 2017.

The government's position appears to be that it wants GCSEs to be adopted as the "gold standard" and that leaving FS in a similar position would cause confusion and detract from that long-term aim.

So FS, which up until six months ago was positioned as an equal alternative option to GCSEs, has now become a "stepping stone".

This instant downgrading appears to have taken place without any consultation with the relevant stakeholders and without any statistical analysis of the impact of FS on competency levels.

However, in setting out that strategy, I believe the government has failed to recognise the very real differences between vocational and academic career paths.

FS were developed specifically for people who chose the former. Many of the learners whom we support have already failed their GCSEs in maths and English and achieve the equivalent FS qualifications not because they are easier or because they are merely "stepping stones", but because they are more relevant to their job roles and to situations they meet in everyday life.

The vast majority of learners on apprenticeship programmes do not need to know about quadratic equations and have an intimate knowledge of the novels of John Steinbeck.

Instead, they need to be able to quickly calculate the value of a 20 per cent discount, to be able to contribute effectively to a team meeting and to deal sympathetically with a customer complaint.

Those are skills which it is almost impossible to develop within the strict confines of an academic qualification.

The government clearly hopes that a revised GCSE will become an aspirational target



for young people, but aspirations have to be realistic and achievable as well as challenging and with nearly 50 per cent of learners currently failing to achieve an A to C grade in maths and English, there is a real danger that we will disenfranchise the very people whom we should be supporting and encouraging.

Having already closed off an academic career, we are now telling them that the vocational pathway is no longer an option either unless they can achieve a qualification which they probably consider irrelevant and unobtainable.

My other concern is that FS is being side-lined before any credible evidence has been obtained as to its impact.

Surely we need some thorough research and analysis before effectively ditching a qualification which employers and practitioners alike believe is genuinely raising standards and competency levels?

It was very pleasing to read that the government is listening to employer feedback and re-evaluating the proposed grading scheme for apprenticeships.

I would urge it to adopt a similarly flexible approach on FS and allow employers to set new standards which retain the option of FS or GCSEs.

By all means continue to develop the standards for FS and evaluate their effectiveness, but let's not consign them to the Museum of Ancient Qualifications when employers, practitioners and experts across the sector are voicing their almost unanimous support.

Instead, let's re-position FS as the "gold standard" for vocational training. That will surely give us a much better chance of tackling the current crisis and providing employers and learners alike with the skills they so desperately need.

Roger Francis, director, Creative Learning Partners

Visit feweek.co.uk to read an expert on English and maths teaching from Weston college

Making employers pay ‘risks’ 16 and 17 apprenticeships

A government consultation on apprenticeship funding reforms is looking at making employers pay towards training. Kirstie Donnelly explores the implications.

All 16-year-olds are different. All of them have different talents and different goals in life.

Some, for example, are naturally academic and suited to classroom learning. Others, as we all know so well, are better suited to practical learning. These are the ones who should be given the opportunity to start an apprenticeship.

So I was alarmed to learn the government's technical consultation on apprenticeship funding, published this month, and its proposed changes to the funding of the 16 and 17-year-old apprenticeship system that could potentially undermine or severely damage it.

According to the proposals, apprenticeships for 18-year-olds would remain fully-funded (for the time being, at least), but employers would have to part-fund apprenticeships for 16 and 17-year-olds.

No decision has been taken, but as the Association of Employment and Learning Providers and others have cautioned, moving from full funding to a new approach risks apprenticeship uptake.

“How will we ever end what Education Secretary Michael Gove called ‘the apartheid at the heart of our education system’ if the system portrays apprenticeships at age 16 as inferior to A-levels?”

And it seems to me these proposals would create a two-tier system, putting apprenticeships for 16-year-olds on a different standing to those available to 18-year-olds — which is surely another way of saying that 16 and 17-year-olds shouldn't really be doing apprenticeships in the first place, but should be staying in school.

This hardly matches the rhetoric we heard from the government during National Apprenticeship Week, emphasising the value of vocational routes.

How will we ever end what Education Secretary Michael Gove called ‘the apartheid at



the heart of our education system’ if the system portrays apprenticeships at age 16 as inferior to A-levels?

Nobody is suggesting young people should be discouraged from academia. I just want people to have the opportunity to choose the route that's right for them, not be pushed one way or another.

Make no mistake, this choice matters. I don't need to tell you that plenty of 16-year-olds thrive as apprentices, and gain skills that make them work-ready — which, given the levels of youth unemployment in this country, mustn't be undervalued. Apprenticeships are a lifeline to social mobility, and should remain so.

But I'm also worried about the impact this will have on employers — the very people we rely on to drive apprenticeships forward. My biggest concern is that if employers have to bear the cost, will they even bother to hire apprentices at this age?

And, especially if apprenticeships for 16 to 18-year-olds are to be run along different lines, are we adding yet another off-putting layer of bureaucracy? Okay, larger businesses will probably be fine, but what about small and medium-sized enterprises (SMEs) — the bulk of the UK business community?

A fifth of small business owners plan to take on one or more apprentices in the next 12 months, according to the Skills Funding Agency — but if the government makes the funding structure too complicated it risks jeopardising any progress we've made.

To me, these plans are just another way for the government to slice more funding from the FE sector, when instead they should be investing in it.

History shows us that during a recession, the companies that succeed are the ones who invest.

Investing in apprenticeships, including for 16 and 17-year-olds, will help this country come out on top.

It's important to remember that these are just proposals. But if they do come into effect in 2016, it'll be yet another change in a sector that is crying out for stability.

I think it's fair to say that at the moment, apprenticeships don't have the credibility they deserve. In fact, we haven't had a vocational and apprenticeship system that we could be truly proud of for more than 30 years. Get the system wrong now and we risk years' more upheaval.

Our apprenticeship system has the potential to benefit so many, but endless tinkering, and no farsighted consideration of the consequences will only damage it in the long run. Far better that we choose the right approach now and focus on making it great.

Kirstie Donnelly, UK managing director, City & Guilds

FE Week experts

What the budget means for FE beyond the apprenticeship headlines

The extension of the apprenticeship grant for employers may have provided the main source of budget attention for FE, but Mick Fletcher looks at how else the sector might have been affected by Chancellor George Osborne's announcements.

In a pre-election budget, designed to win votes through devices like cutting the bingo tax, FE was never going to feature strongly and, sure enough, it scarcely featured at all.

It's true that the chancellor talked of boosting apprenticeships — something that is always good for a round of applause — but the so-called 'boost' consisted only of keeping the existing grant for those small and medium-sized enterprises that take on younger apprentices and meanwhile the Education Funding Agency gave the game away by planning for fewer numbers in 2014-15 than in the current year.

To assess the real implications for the sector one has to look beyond the headlines.

Rather than looking for what the chancellor said about FE institutions directly it might be better to look at what the budget, the autumn statement and the associated economic outlook means for actual and potential students — what is the indirect effect?

The picture is relatively clear, if bleak. Despite welcome signs of an economic upturn in some sectors there will be a

continuing squeeze on real wages; the key measure of GDP per capita will not return to pre-2008 levels until at least 2017.

“Colleges will need to focus more on how to help people to pay for learning rather than helping them avoid paying”

At the same time there will be a continuation of deep cuts in the safety nets provided by the state affecting those in and out of work.

Although there is an increase in private sector jobs a high proportion have been part time and temporary, and outside London overall employment growth remains weak.

Youth unemployment remains stubbornly high and would be higher still if 16 year old Neets had not been relabelled as truants, making them, and not the government, appear responsible for their fate.

The major implication of this is that the need for FE will grow at the same time as the ability of individuals to access it will diminish.

Improving their skills is the best way for



individuals to escape insecure employment, but state subsidies for anything beyond the most remedial types of education are set to reduce and possibly disappear.

Colleges will need therefore to focus more on how to help people to pay for learning rather than helping them avoid paying.

It means making imaginative use of loans, which up to now some institutions have effectively ignored, but also challenging policies that deny adults the ability to access learning in small, affordable bites.

It means thinking about affordability in FE in the way in which the sector has embraced that concept when delivering local, accessible HE.

Interestingly the budget included a

dramatic relaxation of the rules around the use of pension funds making it no longer mandatory to buy an annuity and trusting individuals to plan their finances.

In the same spirit it might be time to revisit the idea of allowing individuals to access part of their pension before they retire to fund retraining a or a change of career direction.

Proposals for apprenticeship credits and childcare credits delivered through dedicated accounts suggest that it may be worth looking again at ideas around learning accounts as a means of supporting individual investment.

The more favourable treatment of older people should lead FE strategists to think again about how to encourage inter-generational transfers to support learning.

Adverse circumstances are a spur to creativity and the next few years may well see such imaginative new ways of making FE accessible.

These new ideas however, and the detail of funding agency policy, should not be allowed to obscure the big picture.

Strategic leaders will need to address the implications for their institutions of a future in which much of FE is no longer seen as a public service, but as a private good; in which demand is potentially strong but increasingly instrumental, and affordability for low paid workers is key.

Mick Fletcher is an FE Consultant

Less adult money signals a moral future

urging the sector to be less reliant on public finance. From Vince Cable to David Russell, the message is becoming ever clearer — don't dwell on where your money came from in the past, just go out and find some new money.

Whether it be from muscling in on apprenticeship trailblazers, embracing employer ownership pilots or actively supporting new types of school, FE leaders with a bit of nous are already ahead of the game.

“The era of ‘survival of the fittest’ both financially and in terms of quality is clearly upon us”

Whatever your personal view of its rights and wrongs, the era of 'survival of the fittest' both financially and in terms of quality is clearly upon us.

And I am sure that the entrepreneurial spirit of many FE leaders will ensure that a great many are not only very fit, but also survive into longevity.



There is, however, another side to all this. A criticism that, some would say, could more fairly be levelled at FE sector leaders is that they are obsessed with the detail of policy change.

If schools or universities were targeted, their leaders would talk as loudly about the impact on education as they would about the impact on institutions. They would not hesitate to take a moral stance on the very purpose of education itself.

It seems to me that FE talks rather more often about what we do than about why we do it — and therein lies a big difference.

I know that we have teachers and leaders who care passionately about why they go to work every day, but that part of our voice is not very loud.

I am, as yet, unsure whether that leads to, or results from, the apparent belief of policymakers that the way to improve things in FE is to constantly tinker with minutiae, rather than revisit the very purpose of the whole enterprise. Either way, it's not healthy.

So, where adult funding is concerned, let us quietly get on with the business of making our institutions survive financially — yes. But let us also engage in some loud discussion about moral principles.

It is surely wrong for adults to have to pay for a basic level of education — let's say up to level two — when the main reason for their not having it is failings in the school system. There is a case we can argue with conviction, not because it protects FE, but because it is morally right.

It would, at least, give us a starting point for an adult discussion that we, with justification, should be leading rather than falling victim to.

Andy Gannon, director of policy, PR and research, 157 Group

Is FE and skills on board the Lep drive and does it even need to be?

Local enterprise partnerships seemed to be the next big thing for FE and skills in late 2012 when Lord Heseltine called for a single funding pot that included the adult skills budget.

Fears emerged that a lack of FE and skills representation among Lep boards might see sector cash used elsewhere, on infrastructure projects, for instance.

But with Chancellor George Osborne having announced his own take on Lord Heseltine’s proposals, with a smaller amount of sector cash up for grabs, *FE Week* reporter Paul Offord looks at whether fears should remain about who fights the FE and skill corner at Leps.

For greater FE and skills representation on Lep boards

The next few weeks will be vital if LEPs are to strike growth deals with government that empowers colleges and other providers to play a full and imaginative part in driving local economic growth.

It’s clear that the skills and employment plans for growth, submitted by Leps before Christmas, are a mixed bag.

Several of them would have benefitted from more expert guidance from FE representatives at Lep board level — as well as at skills and employment task group level.

Where things work well, colleges have been prepared to think collectively and imaginatively about supporting the plans.

For example, London colleges and Association of Colleges London region have agreed the secondment of a college director to work with the London Lep on its growth deal.

But where there has been poor engagement, the plans submitted are likely to lack rationale or supporting evidence and be confused about funding, programmes and what, if any, flexibility is required.

If we get this right, there will be opportunities to make a huge difference, but the challenges are big and the timescales short.

Leps often have laudable ambitions for skills — some plans will for example incentivise local careers guidance partnerships and FE/higher education collaboration, which opens routes for young people with local employers into higher skills roles in key industrial sectors.

But Leps need FE and skills expertise in order to draw up properly evidenced, realistic and imaginative plans.

It’s not easy when a university vice chancellor is asked to represent higher education, FE, skills and apprenticeships on a Lep board — or when representatives from local authority economic development teams struggle towards a skills and employment plan without expert engagement from colleges and providers.

Those Leps who already get it should secure skills deals that bring benefit. Let’s see quick action elsewhere to inject FE and skills expertise to achieve deals that can stick.



Teresa Frith,
senior skills policy manager,
Association of Colleges



Lord Heseltine called for a single funding pot for Leps that would have included the entire adult skills budget

The national number of Lep board members from FE and higher education backgrounds

FE

38

10 of which have past experience of FE

Higher education

54

Seven of which have past experience of higher education

Top sections represent number of Lep board members not currently working in said sector, but with previous experience in it.

Lower sections represent number of Lep board members currently working in said sector.

There are 611 members overall.

Source: FE Week survey of England’s 39 Leps

Lep boards have little or no representation from the sector.

Just 28 (5 per cent) of the 611 members of all Lep boards were currently involved with FE, while another 10 (2 per cent) had past experience of the sector.

It compares to 54 board members with present or past higher education experience and 14 with current or previous links to primary and secondary schools.

And we found that 14 Lep governing boards



had no FE representation at all.

The findings follow a call by Ofsted (in its 2012/13 annual report on FE and skills) for “more support” to be shown to FE by Leps.

Dr Ann Limb OBE (pictured left), chair of the South East Midlands Lep, was principal of Milton Keynes College from 1986 to 1996 and Cambridge Regional College from 1996 to 2001, before moving to the charitable and private sector.

She said: “It is definitely a very good idea to have FE fully engaged with Leps. There are a number of ways they can do this — and one of those is through participating in board meetings.

“Another way of improving FE influence on Leps can be through some kind of skills and employment committee, which we and many other Leps already have.

“We have



representatives on ours from all nine FE colleges in our area and one sixth form college. They all work well together through the committee which helps with strategic planning.

“They all did a brilliant job of drawing up our skills plan for the next three to five years and the main Lep board approved it.”

Dr Limb explained the committee elects one of its members to represent it on the board.

She said: “It happens to be someone from higher education at the moment [vice chancellor of the University of Northampton Nick Petford] but it could just as easily be someone from FE.



“There might be some scope for reserving a place [on the main LEP board] for someone from FE, as well as someone from higher education, but there is the danger of the board becoming too big and meetings too long and inefficient — which board members from the private sector in particular would not approve of.”

Skills Minister Matthew Hancock had also said in December 2012 that Leps would be given “sign-off” on granting colleges and training providers Chartered Status.

But the quality mark has still not been introduced and the Department for Business, Innovation and Skills (BIS) said there

were now no plans to ask Leps to approve applications.

A BIS spokesperson further confirmed it was encouraging all Leps to have college representatives on their boards.

But he added the final decision on board membership would remain with individual Leps and minimum quotas would not be introduced.

He said: “The government gave Leps a new role setting local skills strategies. To that end, each Lep will be encouraged to have a seat on FE colleges’ governing bodies with colleges also represented on Lep boards.

“Leps are business-led partnerships whose activities are driven by local economic circumstances and priorities. They themselves are best placed to identify the most appropriate representatives to sit on their boards.”

David Hughes (pictured centre), chief executive of the National Institute of Adult Continuing Education, said he had seen a “good appetite” from Leps across the country for “supporting” the sector.

But, he said: “The lack of FE representation on Lep boards in some areas is of concern.

“However, strong partnerships between FE colleges, local authorities and local employers predate Leps in many areas of the country and will continue to be the foundation of strong local learning and skills strategies.

“What’s important is focusing on strengthening these partnerships given Leps’ new responsibilities for learning and skills.”

Christine Doubleday (pictured right), deputy executive director of the 157 Group, said: “We are, of course, concerned about the lack of interplay between Leps and FE.

“Leps have, on their doorstep, a public asset which offers them access to thousands of employer relationships and to the future talent of this country.

“An alliance between Lep chairs, FE corporation chairs and principals would be a mighty powerful force to be reckoned with.”

Lindsay McCurdy, from Apprenticeships4England, thought there should be a minimum of one FE representative on each Lep board.

She said: “FE has to be represented on them all — it’s no good someone from higher education trying to represent us. These Leps are going to be so influential on our sector and it’s important they understand how we work.”

A spokesperson for the Association of Employment and Learning Providers said: “FE and skills representation on the boards would obviously be desirable, but we

know that providers are getting engaged at committee level and we would encourage more to do so.”

But business leaders were reluctant say whether or not there should be more FE representation on Lep boards.

The Confederation of British Industry (CBI), Federation of Small Businesses, and Forum of Private Businesses (FPB) all declined to comment on the issue.

Against greater FE and skills representation on Lep boards

The 39 Leps are currently immersed in the process of producing and getting their strategic economic plans signed off by central government.

From what I have seen skills and employability are central to every plan.

If the upturn in the economy is to be cemented, then gaps in skill provision will need to be filled and training providers will have to find effective ways of working with business.

Leps will be absolutely central to this process, acting as an intermediary.

The question is how should FE best play into the regeneration of local economies?

Is it by trying to get a seat on the Lep board, or by showing their capability to engage, work and deliver for business and for local people? I would say the answer is the latter.

I recently met with senior staff at Burton and South Derbyshire College and was hugely impressed with their clear focus on understanding what business needed from them.

From that they continue to deliver the programmes that really benefit the community. Interestingly the conversation was not about structures, but about delivery.


The frustration that a number of the Leps feel over the current system of delivery is evident from the economic strategies.

They make the point that companies are prepared for training as long as it is the right training

The problem is that in too many cases the right training is not available or business does not know how to access it. If they cannot find it they will turn to other forms of provision, which will be increasingly through e-learning platforms.

So colleges that can gain labour market intelligence and work with employers to develop the courses they need will be well placed to prove themselves as an essential component of local economic growth.

I would argue that this is best done through a strong relationship on the ground with employers, and not by thinking that this can be achieved through simply being on the board of a Lep.



David Frost, chair, Lep Network

FE Week campus round-up

Students given sporting chance to make documentary



Sculptor Michelle Castle with Cleveland College level four students Daniel D'arcy, aged 23, and Daniel Rhodes, 18. Inset: One of the sculptures

Young filmmakers are making a documentary following the creation of wire mesh sports-themed sculptures. Five creative film and moving image students at Cleveland College of Art & Design have been filming artist Michelle Castle working on 15 sculptures of male figures playing sport.

The works of art were commissioned by Hartlepool Borough Council as part of a campaign to get more young men in the town

playing sport. One of the students making the film, Daniel D'arcy, said: "This is the first documentary that I've been involved with and as well as real-time filming we will also be using time lapse film to show how the sculptures evolve."

The sculptures and documentary will be exhibited by the council in January next year.

There is nothing like being made a dame



Dame Asha Khemka with her DBE medal. Inset: Mrs Khemka with Prince Charles

The principal of West Nottinghamshire College has spoken of her pride at receiving a Damehood from Prince Charles.

Asha Khemka, who was appointed a Dame Commander of the Order of the British Empire (DBE) in the New Year Honours List, was presented with the honour by the prince at Buckingham Palace.

She is the first Indian-born woman for 83 years to be awarded the DBE, which was in recognition of her services to education.

It came five years after she was awarded the OBE (Order of the British Empire) by the Queen at Buckingham Palace.

Dame Khemka said: "I am rarely lost for words, yet I am finding it difficult to express how proud and honoured I feel. This is such huge recognition that I feel I now have a new responsibility on my shoulders — a responsibility to use this title to make an even greater impact on the FE sector and to the communities of Mansfield and Ashfield."

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Hopwood Hall College students Vilnius Balciunas, aged 18, Aaron Anderson and Alex Jordan, both 17, Jasper Kiragga, 21, Elliot Mottershead, 17, Chris Hurst, 19, Ryan Law, 17, Tony Riley, 19, and Christian Harold, 17. Inset: Vilnius and Tony being urged on by a Royal Marines trainer

Soldiering on at the Royal Marines training centre

Hopwood Hall College students got a taste of what it would be like to train as Royal Marines.

The nine level two and three sport and fitness and uniformed public services students spent five days at the Royal Marines Training Centre, in Devon.

Their leadership and teamwork skills were assessed and they had to complete a cross country course that involved

wading through rivers and tunnels full of water.

Terry Morley, college director for sports and public services said: "The learners were picked because they are interested in becoming Royal Marines. We were confident they would pass all the tests [at the training centre] and this was justified by the positive comments that have since been made about them by staff there."

Apprentice winner recalls happy days on college course



Lee McQueen before an audience of college staff and students

A former winner of TV show The Apprentice gave a speech to MidKent College students.

Lee McQueen, who was hired by Lord Alan Sugar in 2008 after winning the BBC series, spoke about the importance of working hard and setting clear career goals to dozens of students from across the college.

He also spoke fondly of the time he spent studying a level one information technology course at Uxbridge College after struggling at school.

He said: "The school I went to was all about

getting good GCSEs and A-levels before going to university, and if you didn't do that then you'd failed. But I went to college and it was a fantastic alternative for me."

Level three information and technology student Bradley Thompson, aged 18, said: "It was good to hear from somebody who has made a success of himself without having everything handed to him. It made us realise that if we work hard enough, there's no reason why we can't do well for ourselves in the future."

College radio presenter is seeing stars after landing interview with top comedian Russell Brand

High-profile comedian Russell Brand was the latest in an impressive line of celebrities to face a grilling from 20-year-old Lambeth College radio presenter Daniel Parker, writes Paul Offord.

What do comedian Russell Brand and actors Ralph Fiennes and Tom Hanks all have in common?

They've all been interviewed by level three radio production student Daniel Parker.

The 20-year-old, from Grays, is a presenter for Lambeth College's own station, Vox Radio, having started his course in September last year.

Yet he has already managed to interview several huge stars for the station.

But he is most proud of a recent question and answer session with Mr Brand, who also comes from Grays.

Daniel travelled to the Cliffs Pavilion theatre, in Westcliff, Essex, where the comedian was performing as part of his tour, The Messiah Complex, and interviewed him backstage.

He said: "Russell was a really nice guy and very interesting to speak to.

"We went to the same primary school and my grand-dad, Gordon Eckley, who passed away last year, taught him geography at secondary school.

"His mum is actually a friend of my family and that's how I got the interview."

Daniel's first interview was with Britain's



Above: Daniel Parker interviewing Russell Brand. Right: A photo Daniel took of Daniel Radcliffe ahead of the screening of his film Kill Your Darlings. Inset left: Warwick Davis, Tom Hanks, and Ralph Fiennes

Got Talent impressionist and comedian Paul Burling, also at the Cliffs Pavilion, in Westcliff.

He then interviewed movie stars Tom Hanks and Ralph Fiennes, at press conferences about their films Captain Phillips and The Invisible Woman, respectively, during the London Film Festival in October last year.

And he has also interviewed Harry Potter

star Daniel Radcliffe on the red carpet at a festival screening of his film Kill Your Darlings.

He said: "I basically put a microphone under his



nose and asked a question like you see the reporters do on the telly."

Daniel is learning about radio production, media law and news reporting through his course and hopes to become a broadcast journalist for a top national radio station one day.

Tutor Sheila Smith said: "He is just an amazing student. His confidence and interviewing skills have developed so much and I was beaming with pride when I listened back to his interview with Russell Brand."

Visit www.audioboo.fm/channel/voxradio to listen to Daniel's interviews.

Daniel's top five interviews

Russell Brand: "He is a name everyone knows and comes from the same place as me."

Warwick Davies: "It was exciting as he's done such a lot of good work in film and on television that people love. He was kind enough to let me speak to him for about 15 minutes, which is quite a long time for an interview."

Tom Hanks: "He is a bit of movie legend. He was a real pro when dealing with the media and very funny too."

Daniel Radcliffe: "I asked him if he would be in any other Harry Potter films now JK Rowling is writing new books, but he said he was too old now."

Paul Burling: "He may not be as famous as the others, but he was my first interview and made me laugh a lot."

MOVERS & SHAKERS

Your weekly guide to who's new and who's leaving

A permanent principal is to replace Ealing, Hammersmith and West London College interim boss Dr Elaine McMahon CBE.

Garry Phillips (pictured left), currently principal at New College Telford, takes over from July.

"It is an exciting time for the college and the sector and I am looking forward to working with colleagues and stakeholders in the community, particularly as the college is known for being innovative, responsive, student-centered and highly supportive of students to achieve their ambitions," he said.

Dr McMahon, a former principal of Hull College, Harlow College and Salford College, and an ex-157 Group chair, was given the

interim post in January following the retirement of former principal Paula Whittle at the end of last year.

Mr Phillips has worked in FE for 20 years at five colleges in both rural and inner city locations. He is also a member of the Education and Training Foundation's expert panel for leadership, management and governance and on the Association of Colleges' 14 to 19 portfolio group.

"I am passionate about ensuring that students of all backgrounds have sufficient and appropriate

access to education, training and skills, and to give the local and national pupil/student population the tools to effectively contribute to their commerce and community," he said.

And in the North East, Derwentside College is under the new leadership of Karen Redhead (pictured centre).

She has taken over the reins following the retirement of Albert Croney (pictured right) after eight years at the helm.

Ms Redhead held a number

of senior roles over the last 20 years before being appointed as the college's director of curriculum and quality and deputy principal in 2010.


Karen said: "The college has an excellent and well-deserved reputation for getting people into good jobs and for helping employers to up-skill their workforces.

"We have developed some key strategic partnerships that were judged to be outstanding by Ofsted in our most recent inspection.



"I am looking forward to working with the senior team and our strategic partners to build on the many successes achieved to date and to realise our ambitious and forward-thinking plans for the future."

Send your stories with pictures to campus@feweek.co.uk including names, ages and course of students where applicable

If you want to let us know of any new faces at the top of your college or training provider, please let us know by emailing news@feweek.co.uk



**PERFORMANCE DRIVEN,
VALUES DEFINED ...**



...your opportunity to play a leading role at Chesterfield College!

Big changes are underway at Chesterfield College. Already, we are a strong college with a turnover of £38 million and over 10,000 students. Our relationship with our communities and employers is evolving progressively into a pattern which is sector-leading.

Having led the College through a successful two-year transitional period, the current Principal & Chief Executive has announced his retirement. We are now looking to recruit an innovative and passionate new leader who will, with the support of a very informed and enthusiastic Governing Body, lead and develop the College to reach its mission of being Outstanding by 2015.


We are strengthened in our pursuit of excellence by commitment to our core values, which put the learner first; sustain and develop inclusivity; prioritise openness, honesty and integrity; commit to mutual support and recognise the importance of searching for continuous improvement and innovation.

Principal & Chief Executive | Salary: c.£140k

Our new Principal & Chief Executive will provide strategic leadership and inspiration to the whole College. They will work closely with the Corporation Board in ensuring that our outward-facing Mission and Vision are fully understood by stakeholders and that we maximise opportunities for partnership and an enhanced profile in and around Chesterfield. Outstanding leadership of the Senior Management Team is expected, as is the capacity to communicate with and motivate the whole college community.

We are working with **Protocol's** College Leadership Services on this important appointment.

Please contact Helen Anderson for an application pack: handerson@collegeleadership.co.uk or 0115 911 1117, or visit www.collegeleadership.co.uk/current_appointments.asp for further information about this post.



Excellence in FE

The closing date for this post is **12pm on Monday 7th April 2014**. Interviews will be held on **Tuesday 29th** and **Wednesday 30th April 2014**.

SOP 113023

Job title: Hub Co-ordinator (Speaking English with Confidence)


Client: City of London

Department: Community and Children's Services

Location: Various locations in London, although some local travel will be necessary

Salary: £31,160 p.a. inclusive

12 month fixed term contract



Being able to communicate clearly and easily with your neighbours is something we take for granted, but for thousands of people living in our capital city, it's a daily struggle.

The Roles

Speaking English With Confidence (SpEC) is a dynamic new venture being funded by the City of London with the aim of helping these people practice and improve their English. With up to 100 SpEC language clubs being set up all over London, each one being run by trained volunteers, it's a big job that needs careful organisation. That's where you come in. Two delivery hubs are being set up, and we need two people to co-ordinate the delivery of the programme and volunteer training. Think you're up to the challenge? Then read on!

You'll be responsible for ensuring all our volunteers are equipped with the necessary skills to be efficient and knowledgeable group leaders. You'll also be working closely with partner organisations and representatives from our priority local organisations. As this is a very hands-on role, you'll occasionally pop in to see the clubs in action, making sure the groups are progressing well, and you'll be working closely with the communities – both in assisting the volunteers and promoting the programme through libraries and places of worship.

Your Experience

With excellent communication skills, you'll hold a certificate in Teaching English to Speakers of Other Languages (CELTA) or Preparing to Teach in the Lifelong Learning Sector (PTLLS) – or an equivalent

qualification. You'll ideally have experience of teaching and working in a community, and will have understanding of local and national ESOL issues. Your ability to prioritise your workload will be as essential as your flexibility – this isn't a role for someone who wants to work solely in an office environment!

This exciting and diverse opportunity will suit a confident leader. A decision-maker, you'll enjoy solving problems and will relish the chance to interpret complex data and share your findings and professional knowledge. An interest in local and national government will make you stand out from the crowd, as will your ability to build relationships with key political stakeholders.

It's these essential skills that will be examined when we're recruiting, so please give examples of how you have exhibited these behaviours in previous roles.

We're bringing communities together. Join us and help London's inhabitants get talking.

Closing Date **12 Noon on 31 March 2014**


Interviews scheduled for **4 April 2014**

Please do not send your cv

To apply online, please visit www.cityoflondon.gov.uk/jobs

Alternatively, please contact **020 7332 3978** (24hr answerphone) quoting reference **CCS254**.

A mincom service for the hearing impaired is available on **020 7332 3732**.



Sir George Monoux College

Sir George Monoux Sixth Form College has been rated by Ofsted as Good with Outstanding features in October 2012 and ranked No. 2 in London for Sixth Form Colleges, we send over 500 students to university every year, 10% of those to Russell Group Universities. We are an aspirational College, fast improving with the goal to becoming outstanding. Situated on an attractive 17 acre site in the London Borough of Waltham Forest the College benefits from excellent transport links. We are looking to appoint the following exceptional staff

MIS AND FUNDING OFFICER

Salary: £30,298 - £31,834 per annum, inclusive
Hours: 36 hours per week x 52 weeks per year
Start Date: ASAP

We are looking for an experienced MIS and Funding Officer to take lead responsibility for the operational management of the Sir George Monoux Sixth Form College College's funding and related MIS activities. Amongst other things this will involve, supervision and guidance of the College MIS and funding system. Providing guidance for all staff on the SFA/EFA funding methodology and compliance with funding regulations. Liaising with curriculum managers and SLT in order to generate and maintain college-wide curriculum timetables and registers from information provided.

To apply go to: www.george-monoux.ac.uk
Closing date: **12noon on 7 April 2014**



To advertise with us call
Hannah Smith on
020 81234 778

Lancaster & Morecambe College











Lancaster & Morecambe College is seeking to appoint two outstanding leaders to its Senior Management Team, following the promotion of a senior postholder to a principal's post. You may have aspirations to become a future principal, or wish to develop your career and contribute strategically in a high performing, financially outstanding vocational college situated in an area of outstanding natural beauty, where the quality of life provides the perfect balance to the hard work and commitment required to succeed in these key posts.


Director of Business Development
Salary £50,000 per annum, 37 hours per week
You will have current experience and success in business development and marketing in an FE or commercial environment. Highly motivated and a team player, you will provide the leadership to drive and grow our employer responsive provision, to develop our external partnerships and to raise the College's profile locally, regionally and nationally whilst securing its brand and reputation.
Job Ref: MS 727

Director of Quality and Support Service
Salary £50,000 per annum, 37 hours per week
You will lead our quality improvement strategy and our Student Services team to ensure the College's provision continues to be significantly above national averages; you will have experience at a senior level in an education environment in the leadership and management of teaching, learning and assessment and evidence of significant improvements deriving from this.
Job Ref: MS 728

Closing Date for both posts: Friday 28th March, 2014
Interviews: MS 727 on Thursday 24th April & MS 728 on Friday 25th April 2014

For more information and to apply please visit: www.lmc.ac.uk (various formats available). We prefer to email job packs, however if you require one by post, please phone 01524 521507/ email jobs@lmc.ac.uk
All posts are subject to a DBS Disclosure in line with our policy of safeguarding and promoting the welfare of learners.





BLACKBURN COLLEGE

• FEILDEN STREET • BLACKBURN • BB2 1LH





A sector leading College and a career defining opportunity

VICE PRINCIPAL – ACADEMIC £110,000 + Benefits

Blackburn College is at the leading edge of college development and change. We provide the fullest range of provision, from 14-19 through to higher education which is delivered creatively within a very modern environment.

You will:

- provide corporate leadership as a member of the College's Executive Team;
- continue to lead and develop the College's academic portfolio, combining operational leadership and longer-term planning;
- extend the College's range of successful partnerships with employers and other agencies.

Ideally you will have:

- expertise and a track record of delivering excellence in teaching and learning;
- acute policy awareness and market sensitivity;
- influence and presence in stakeholder environments;
- an uncompromising attitude to quality, and enhancing the experience of students and staff.

Candidate packs can be accessed through www.blackburn.ac.uk/jobs/ or by contacting HR on hr@blackburn.ac.uk or on 01254292915.

Potential applicants are encouraged to contact the College's Special Advisor, Professor Bill Wardle at bill@billwardle.com or on 0777 7642 100.

Closing date: Noon, 23 April 2014.

Interviews are likely to take place late May 2014.

Working towards equal opportunities



Outstanding opportunities in Saudi Arabia

Connecting learners to world class training and opening the door to a successful future...

Lincoln College is proud to be associated with the Kingdom of Saudi Arabia (KSA) to support Colleges of Excellence with its ambitious and exciting plans to deliver world class vocational training across the Kingdom for many years to come. Lincoln College is, without doubt, one of the most stable, high-performing and extraordinary Further Education colleges in the UK and is delighted to have been chosen to deliver our hard-earned best practice to Saudi nationals in KSA.

Working in partnership with Lincoln College, Protocol are seeking to recruit a broad range of talented, inspirational and innovative individuals. Located in three brand new purpose built colleges in the areas of Al Aflaj and Al Muzahmiya, these individuals will provide inspirational leadership and high quality teaching, echoing the UK ethos of Lincoln College. These posts represent unique opportunities for those with significant experience of the education sector to transfer and develop their skills and experiences by living and working in a new organisation, culture and country.

Leadership Roles

All positions are offered a tax free salary.

We are looking to recruit the following leaders:

Dean (3 posts: 2 male, 1 female)

Salary: up to £120k

Vice Dean (3 posts: 2 male, 1 female)

Salary: up to £80k

Director of Finance (1 post: male or female)

Salary: up to £70k

Director of Curriculum & Quality (1 post: male or female)

Salary: up to £70k

Director of Facilities & Estates (1 post: male or female)

Salary: up to £70k

Director of IT (1 post: male or female)

Salary: up to £70k

If you are interested in finding out more about these exciting opportunities and would like to request an application pack, please contact our dedicated international senior executive recruitment team at execrecruitment@protocol.co.uk. Or visit www.protocol.co.uk/ksa.

Closing Date: 12noon on Monday 7th April 2014.



Lecturing Roles

All positions are offered a tax free salary of up to £35,000.

We are looking to recruit up to 100 lecturing staff to deliver English as a Foreign Language (EFL).

If English is not your native language, you must hold a recent IELTS 7.5 certificate and be able to provide evidence of this at the application stage.

If you are interested in hearing more about these exciting opportunities, please apply with your CV and covering letter outlining your skills, experience and qualifications to SaudiEFL@Protocol.co.uk.

You will then be sent a short form to complete and, if successful, you will be invited to attend an assessment and awareness event in **March or April 2014**.

All leadership and lecturing staff will be eligible to receive a significant benefits package in addition to their basic salary. The benefits package includes:

- Annual bonus
- Fully furnished accommodation
- Healthcare
- Annual return flight allowance
- Relocation allowance
- Transportation allowance
- 35 days Annual leave
- Visas, Work and Residency Permits
- Extensive Orientation & Language Training
- Subsidised social activities
- Continued Professional Development

These new colleges will open in September 2014 and will give successful candidates the opportunity to be at the forefront of an exciting new partnership between Colleges of Excellence and Lincoln College. We will establish and operate these three new colleges to deliver a first class, 'outstanding' package of education and vocational training.



Protocol

Excellence in FE




ENGLISH AND MATHS JOBS

FROM MARCH UNTIL THE END OF AUGUST. FE WEEK IS OFFERING FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATHS TEACHING ROLES. GET IN TOUCH WITH HANNAH BELOW FOR MORE INFO



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The College of West Anglia

LECTURER IN MATHS

Salary: £23,806- £32,876 per annum
Post Ref: 522014
Base: King's Lynn
Hours: 37 hours per week

A Golden Handshake of £3,000 is applicable, which is payable on joining.

You will have a Degree in Maths or a related subject or equivalent and experience in teaching Maths in a School, College or to adults. wYou will also have a teaching qualification and level 2 Literacy (GCSE A-C) or equivalent or be willing to obtain.


We offer an excellent package including a generous annual leave allowance, plus five College closure days, fee waivers on some College courses and a contributory pension scheme.

This College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.


You can now view all our current vacancies on www.cwa.ac.uk and apply on-line should you wish to.


Closing date for receipt of all applications: 12 noon, Friday 4 April 2014

www.cwa.ac.uk









Looking for a challenge?
Here at Joseph Chamberlain we have an excellent opportunity for an exceptional Teacher to join our diverse College in the heart of Birmingham. If you are highly motivated and committed to transforming the life chances of our students, then we would like to hear from you.

TEACHER OF MATHEMATICS

We are seeking to appoint a well-qualified and inspirational Teacher to teach Mathematics. Applicants will be expected to teach Mathematics at GCSE and A level .


Salaries for main scale teaching posts are on the Sixth Form Colleges Teachers' pay spine within the range points 1 – 6, currently £21,469 - £31,422 per annum. Payment on the PSP range will be made if appropriate, P1 being £34,042.

We welcome applications from NQTs and experienced Teachers from Schools, Sixth Form Colleges and FE Colleges.

Closing date: noon on Monday 31st March 2014

For job details and an application pack please visit www.jcc.ac.uk/jobs.php or e-mail personnel@jcc.ac.uk. Alternatively please call 0121 446 2255 for an application pack or if you require the information in a different format.

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to respect this commitment. All posts will be subject to an enhanced DBS check. The College is an equal opportunities employer.



Joseph Chamberlain Sixth Form College • Belgrave Road, Highgate, Birmingham B12 9FF



LECTURER IN ENGLISH

1 x 37 hours per week
1 x 18.5 hours per week
£23,173 - £26,849 (£11,586.50 - £13,424.50 pro-rata for the part time post)

In these exciting and challenging roles you can influence and contribute towards the College's provision in the key area of English and Maths. In Rotherham these skills are in high demand and this role can have a significant impact on not just College students, but ultimately the wider community of Rotherham.

You will be working in a College which has been graded as Good with Outstanding features, and our goal is to continue improving and become an Outstanding College. Ofsted praised the College's staff development opportunities, and we will offer you excellent training and support in order to further develop and broaden your skills and expertise.

You will help us become an Outstanding College by delivering excellent teaching and learning, ensuring that retention and success rates are above the national average and contributing towards designing and developing new provision where appropriate.

Because of the subject area we'll expect you to have or willingness to work towards a Level 5 qualification in English and relevant experience of delivering GCSEs/Functional Skills in English but what we really want to see is that you have already achieved success in similar objectives elsewhere.


A desirable but not essential attribute would be to teach apprentices on functional skills IT.

More than anything, we want you to be enthusiastic and committed to developing the English and Maths area, deliver outstanding teaching and learning for our students, securing them the very best outcomes.

As part of our commitment to safeguarding children all new employees must undertake an enhanced DBS check prior to commencing employment.

Closing date: Sunday 6 April 2014

To find out more about this exciting career opportunity please visit www.rotherham.ac.uk/jobs



LOWESTOFT SIXTH FORM COLLEGE

Lowestoft Sixth Form College is the newest sixth form college in the country, situated in the beautiful county of Suffolk.

TEACHER OF A LEVEL PHYSICS AND MATHS

***Up to £10,000 relocation/recruitment award.**
Salary up to £36,279pa including PSP if applicable.
To start September 2014.


Full time or part time considered, the full time role will include teaching Mathematics.

***Up to £5K relocation expenses and up to £5K dependent upon record of achievement/experience.**

To apply, please download an application form from our website WWW.L6FC.ORG. Please send completed applications to: recruitment@lowestoftsfc.ac.uk

Closing date: 11th April 2014 at 12 noon
Interview date: 24th April 2014

Lowestoft Sixth Form College is committed to safeguarding and promoting the welfare of our students and will carry out an Enhanced DBS on the successful candidate. Application packs are available in varying formats on request e.g. alternative language, braille etc.



Lincoln UTC : Creating world-class learning

Lincoln UTC will offer a unique education to students across the Lincolnshire region. Opening in September 2014, it will specialise in engineering and core science and will prepare its students for future success in global industries.

Teacher of Mathematics

Post No: UT0010P

Leader of English and Skills

Post No: UT0007P

This is a unique opportunity to play a pivotal role in this brand new educational offer. You will be working with innovative sponsors, dynamic business partners and a high driven Principal to create an aspirational learning community.


You will be a committed and passionate educationalist with a deep understanding of how to ensure teaching and learning are engaging and highly relevant for our students both in the UTC and in industry. Our vision is to provide world-class education and the highest-quality learning opportunities. Join our team and make this vision a reality.


Starting Date: 1st September 2014
Application Closing Date: 7th April 2014
Interviews: Week commencing 28th April 2014

For further details of these roles and the application process please visit the job vacancies page at www.lincolnutc.co.uk

Please direct any other queries to the Principal, Dr. Rona Mackenzie, on 0800 7720 882.

NOR: growing to 640 Age range: 14-18
Website: www.lincolnutc.co.uk





LECTURER IN GCSE ENGLISH: R000164

£18,429 - £33,323 per annum

We require a lecturer to deliver GCSE English to plan and deliver GCSE English and carry out the tasks detailed, efficiently and effectively, within the curriculum/ programme delivery areas, under the direction of the Head of School.

About the College

Tresham is a highly successful Further Education College in Northamptonshire with an ambitious vision to diversify and seize potential opportunities within the wider education sector. With their brand new campus in Corby, which opened in September 2011, along with their key sites in Kettering, Wellingborough and Silverstone, the future looks bright.

Overview of the post:

Candidates should hold a Degree (or equivalent) in English and hold, or be willing to work towards, a Certificate in Education (or equivalent). You will have proven experience and positive track record in the field of GCSE/Functional Skills in the FE Sector and have the ability to teach across a range of ages (including adult/evening classes). You should be able to demonstrate knowledge of Equality and Diversity and have an understanding of Child and Vulnerable Adult Protection (Safeguarding Agenda) and the willingness to increase knowledge. A self-starter, well-motivated and enthusiastic, you will have good communication skills, be forward thinking, responsive to change and innovative.

Interviews will be held on: Friday 4th April 2014
Closing date for applications: Thursday 27th March 2014

We only accept on-line applications, which are available via our website at www.tresham.ac.uk, although in exceptional circumstances alternative arrangements can be discussed by contacting 01536 413167. If you have any queries about our vacancies, please email recruitment@tresham.ac.uk.

www.tresham.ac.uk

TRIBAL

working as one

You probably know what your college is spending on teaching delivery pay, but what **should** it be spending based on your college size?

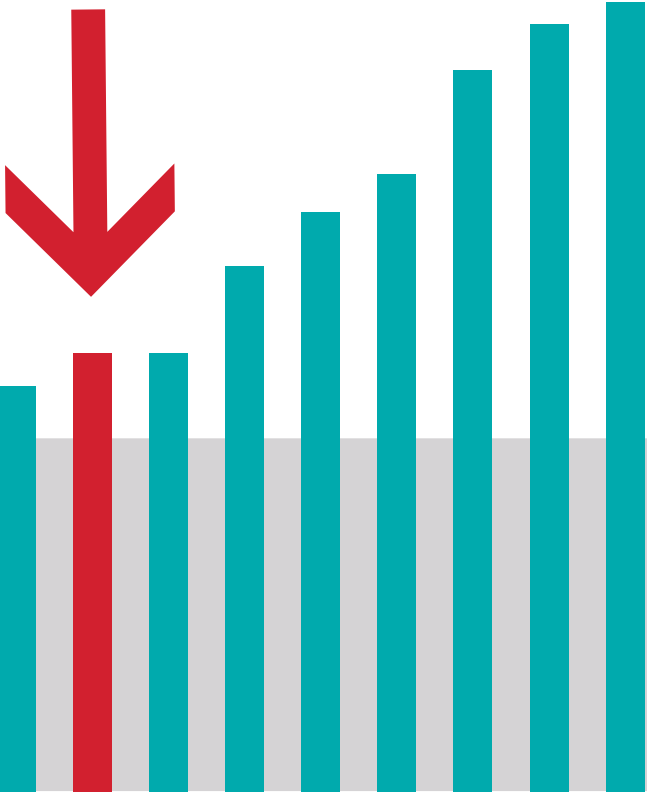
★ The 'live' chart below shows actual teaching spend per college based on Tribal's extensive databank. All benchmarks can be shown as size-adjusted.

To compare this and hundreds of other benchmarks, get your free access to the Benchmark+ demo. Email "comparison" to benchmarking@tribalgroupp.com or call Nick Pidgeon on 0115 934 7378

Benchmark+ from Tribal identifies savings on average of 3% of college turnover using objective, accurate and comprehensive analysis of college datasets.

⊕

IS THIS YOU?*



Benchmark Average: £9.948M

FE Week Sudoku challenge

	1			2		5		
	5		6			1		
6			5		3			4
		2	8			7		3
1		8			2	4		
9			3		7			8
		5			9		4	
		4		8				2

Difficulty: **EASY**
How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

			7	8				
6							7	
9						1		4
4	3			6			8	
		7		2		9		
	8			4			1	3
7		6						8
	5							2
				5	3			

Difficulty: **MEDIUM**

Last Week's solutions

4	2	1	9	6	3	7	5	8
7	6	9	8	2	5	4	3	1
3	5	8	7	4	1	2	9	6
8	7	3	2	9	6	1	4	5
1	9	2	4	8	5	6	7	3
5	4	6	1	3	7	8	2	9
6	1	4	5	7	9	3	8	2
2	8	5	3	1	4	9	6	7
9	3	7	6	8	2	5	1	4

Difficulty: **EASY**

8	2	6	4	3	1	9	7	5
7	5	4	9	6	8	3	1	2
3	1	9	5	7	2	4	8	6
2	8	7	6	5	3	1	9	4
4	3	5	8	1	9	6	2	7
9	6	1	2	4	7	5	3	8
6	9	2	3	8	4	7	5	1
1	4	3	7	2	5	8	6	9
5	7	8	1	9	6	2	4	3

Difficulty: **MEDIUM**

Spot the difference to WIN an FE Week mug!

➔



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.
Last week's spot the difference winner was Peter Jones, interim CIS ILR and funding analyst at Richmond Adult Community College, Twickenham.